

FOSTER PARK ELEMENTARY

901 Arthur Blvd.
Union, SC 29379

GRADES K-4 Elementary School

ENROLLMENT 487 Students

PRINCIPAL Dale B. Goff 864-429-1737

SUPERINTENDENT Thomas White 864-429-1740

BOARD CHAIR Jane Hammett 864-427-7081

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	45	46	3	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Average	N/A
2003	Good	Excellent	No
2004	Good	Below Average	Yes

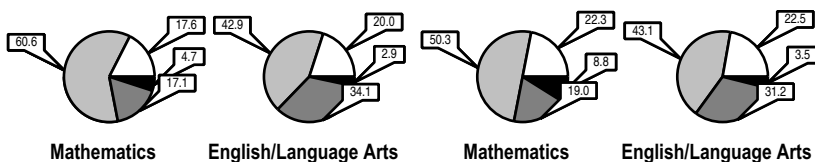
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

46.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	182	98.9	19.5	43.2	34.3	3.0	52.1	Yes	Yes
Gender									
Male	101	98.0	23.1	44.0	31.9	1.1	47.3		
Female	81	100.0	15.4	42.3	37.2	5.1	57.7		
Racial/Ethnic Group									
White	105	99.1	15.0	36.0	44.0	5.0	62.0	Yes	Yes
African-American	74	98.7	26.9	55.2	17.9	0.0	35.8	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	133	100.0	14.3	39.7	42.9	3.2	59.5		
Disabled	49	95.9	34.9	53.5	9.3	2.3	30.2	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	182	98.9	19.5	43.2	34.3	3.0	52.1		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	182	98.9	19.5	43.2	34.3	3.0	52.1		
Socio-Economic Status									
Subsidized meals	126	99.2	24.3	45.2	28.7	1.7	44.3	Yes	Yes
Full-pay meals	56	98.2	9.3	38.9	46.3	5.6	68.5		

Mathematics - State Performance Objective = 15.5%									
All Students	182	98.9	17.2	60.9	17.2	4.7	40.2	Yes	Yes
Gender									
Male	101	98.0	14.3	61.5	20.9	3.3	42.9		
Female	81	100.0	20.5	60.3	12.8	6.4	37.2		
Racial/Ethnic Group									
White	105	99.1	12.0	58.0	23.0	7.0	50.0	Yes	Yes
African-American	74	98.7	25.4	67.2	6.0	1.5	23.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	133	100.0	9.5	65.1	19.8	5.6	46.8		
Disabled	49	95.9	39.5	48.8	9.3	2.3	20.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	182	98.9	17.2	60.9	17.2	4.7	40.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	182	98.9	17.2	60.9	17.2	4.7	40.2		
Socio-Economic Status									
Subsidized meals	126	99.2	22.6	63.5	12.2	1.7	29.6	Yes	Yes
Full-pay meals	56	98.2	5.6	55.6	27.8	11.1	63.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	83	100.0	20.3	46.8	29.1	3.8	32.9
	Grade 4	101	100.0	17.0	52.1	29.8	1.1	30.9
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	99	100.0	19.8	41.7	35.4	3.1	38.5
	Grade 4	83	97.6	21.5	44.3	31.6	2.5	34.2
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	83	100.0	17.7	55.7	20.3	6.3	26.6
	Grade 4	101	100.0	10.6	53.2	24.5	11.7	36.2
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	99	100.0	18.8	67.7	9.4	4.2	13.5
	Grade 4	83	97.6	17.7	50.6	25.3	6.3	31.6
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 487)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	5.4%	N/A	3.1%	2.7%
Attendance rate	96.0%	Up from 95.9%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.0%		5.2%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.6%		3.7%	3.5%
Eligible for gifted and talented	10.5%	Down from 13.2%	12.6%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	15.0%	Down from 17.9%	9.2%	8.2%
Older than usual for grade	1.0%	Up from 0.4%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 41)				
Teachers with advanced degrees	63.4%	Down from 65.9%	50.0%	51.4%
Continuing contract teachers	92.7%	Up from 87.8%	88.6%	87.5%
Highly qualified teachers**	97.1%	N/A	95.6%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	85.7%	Down from 88.1%	86.5%	86.7%
Teacher attendance rate	92.4%	Down from 92.7%	94.5%	94.9%
Average teacher salary	\$38,863	Up 2.8%	\$40,208	\$40,760
Prof. development days/teacher	12.5 days	Down from 16.1 days	12.7 days	12.4 days

School				
Principal's years at school	8.0	Up from 7.0	3.0	4.0
Student-teacher ratio in core subjects	16.8 to 1	Down from 17.8 to 1	18.9 to 1	18.9 to 1
Prime instructional time	87.5%	Down from 88.0%	89.4%	90.0%
Dollars spent per pupil*	\$3,935	Down 14.0%	\$5,763	\$6,044
Percent of expenditures for teacher salaries*	67.0%	Down from 69.8%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.8%	Down from 99.0%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Below Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This year has brought about many exciting changes and opportunities for our school family at Foster Park Elementary. As a recipient of the 21st Century Learning Grant, our children were provided after-school tutoring services as well as enrichment opportunities, such as creative dramatics, cooking, and computer training. The school's recognition as a Palmetto Gold winner reflects the dedication of teachers, parents, and students in striving to meet the high standards of our state testing program. As one of five schools in SC nominated to apply for National Blue Ribbon, our teachers are devoted to the academic potential in every student. Foster Park, in partnership with Clemson Extension, received a "Landscapes for Learning" grant that will involve the entire school in creating a Carolina Fence Garden for the community's enjoyment.

The remodeling of our media center has helped to create a child-friendly atmosphere and has allowed the library to serve as the hub of school learning. Our children are "turned on" to books and are utilizing the Accelerated Reader program as an incentive in meeting their school goals. Students share a sense of family within their classrooms as they partner read and question to assist their peers in improving reading skills. Our school-wide reading and writing assemblies each six weeks help students stay focused on their individual and classroom targets. Many of our science and social studies standards are also addressed through novels or stories that are high-interest and relevant for children.

Foster Park Elementary recognizes responsibility and communication as key areas in developing a community of leaders and learners. Our children learn to self-regulate their own behaviors through our school-wide behavior motivation plan and are service-oriented through our character education efforts. Teachers and parents have established daily contact through student agendas to better communicate each child's progress. The six weeks' syllabi allow more opportunities for parent involvement by communicating information regarding upcoming curriculum, projects, field trips, etc. Our staff utilizes vertical teaming, team planning, and committee work in making the best instructional decisions for students. It is through the collective efforts of an entire school community that we prepare our young children to be the effective leaders of tomorrow.

Freddie Gault, SIC Chairman

Dale Goff, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	41	83	71
Percent satisfied with learning environment	100.0%	92.7%	97.1%
Percent satisfied with social and physical environment	97.6%	91.6%	92.9%
Percent satisfied with home-school relations	92.7%	93.9%	80.6%

*Only students at the highest elementary school grade level at this school and their parents were included.